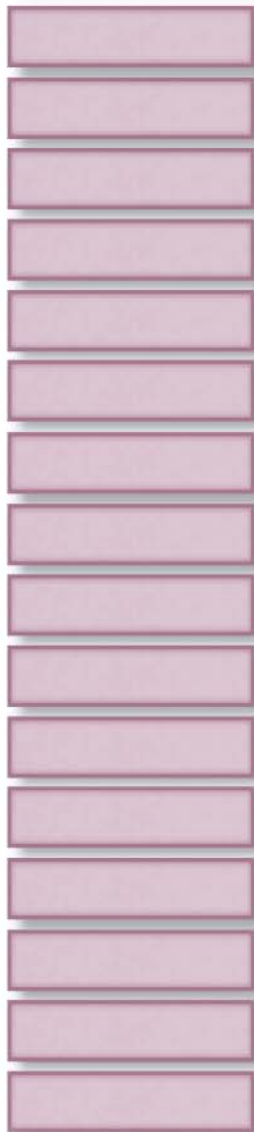


# ***ISTEP+***

## Grade 6 Item Sampler





Developed and published under contract with State of Indiana Department of Education by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2002 by State of Indiana Department of Education. All rights reserved. Only State of Indiana educators and citizens may copy, download, and/or print the document, located online at <http://www.doe.state.in.us>. Any other use or reproduction of this document, in whole or in part, requires written approval of State of Indiana Department of Education and the publisher.

# Table of Contents

<b>Letter from Dr. Suellen Reed</b> . . . . .	5
<b>Introduction</b> . . . . .	6
<b>Frequently Asked Questions</b> . . . . .	7
<b>English/Language Arts</b> . . . . .	11
Grade 5 Indiana Academic Standards . . . . .	11
Passages . . . . .	12
Sample Test Items . . . . .	17
<b>Mathematics</b> . . . . .	41
Grade 5 Indiana Academic Standards . . . . .	41
Sample Test Items . . . . .	42



Dear Colleague:

In this sampler, you will find information designed to guide, direct, and clarify your efforts in preparing for and administering Indiana Statewide Testing for Educational Progress-Plus (*ISTEP+*). We want your students to be prepared to pass *ISTEP+* every time they take the test, and we feel this sampler is an excellent instructional resource.

As a classroom teacher, your knowledge of the Indiana Academic Standards assessed on *ISTEP+* is very important. Your ability to use that knowledge in your instructional strategies with your students and your familiarity with all aspects of test administration are critically important to students' success on the test and with the rest of their coursework. You influence students' choices and futures as well as their academic achievement.

We expect that the information provided in this sampler will help you in your ongoing efforts to educate and motivate your students. Please see the Department of Education's Web site at <http://www.doe.state.in.us/istep> for additional information about Indiana Statewide Testing for Educational Progress-Plus (*ISTEP+*).

Thank you for all you do to prepare students to meet the challenges they will face in this ever-changing and challenging world.

Sincerely,

A handwritten signature in cursive script that reads "Dr. Suellen Reed".

Dr. Suellen Reed  
Superintendent of Public Instruction

# Introduction

The *Grade 6 Item Sampler* provides information about the *ISTEP+* tests for students, parents, educators, and others affected by the tests. The information in this sampler has been compiled by the Division of School Assessment of the Indiana Department of Education and CTB/McGraw-Hill, the test development contractor for Indiana.

The items in this sampler are intended to provide teachers with specific examples of how the different standards will be measured on the test. These examples can serve as models when teachers are constructing test items for classroom assessment. The sampler is not a practice test. This book includes sample test items (questions) and scoring rubrics for both English/Language Arts and Mathematics that reflect the new Indiana Academic Standards. All items included in this book are samples only and **not** actual items. The scoring rubrics presented for Language Conventions and Writing Applications are the actual rubrics used to score the writing prompts and/or extended-response items for English/Language Arts. All samples are representative of the types of items that students taking the *ISTEP+* examination at Grade 6 will be required to answer.

A condensed version of the Indiana Academic Standards is included in this sampler. These are the skills that all Indiana students are required to know and be able to perform. Complete copies of the Indiana Academic Standards can be obtained from the Department of Education's Web site at <http://www.doe.state.in.us/standards> or directly from the Department of Education.

# Frequently Asked Questions

**Q. What are the *ISTEP+* assessments for Grades 3, 6, and 8 designed to do?**

- A.** These assessments measure students' mastery of the Indiana Academic Standards in English/Language Arts and Mathematics taught in the grade levels **prior** to Grades 3, 6, and 8. They are part of a statewide testing program designed to connect student learning, classroom instruction, school improvement, and educational goals. *ISTEP+* results provide information about the strengths and weaknesses of individual students as well as aggregate data about school, district/corporation, and state performance. The test is designed to permit inferences about student achievement in the critical knowledge and skill areas defined by Indiana's Academic Standards and to evaluate curriculum choices and instructional strategies. It is **not** intended that grade-level curricula be restricted to the content of this test. The required criterion-referenced test consists of two parts: the Basic Skills Assessment (multiple-choice items) and the Applied Skills Assessment (open-ended items). Additional norm-referenced achievement and school ability tests are optional. Your school corporation decides each year to administer all, part, or none of the norm-referenced tests.

**Q. What are the Indiana Academic Standards?**

- A.** In collaboration with state K–12 educators, the Indiana State Board of Education has adopted world-class standards for each grade level in English/Language Arts and Mathematics. These learning outcomes require that Indiana schools have rigorous curricula aligned with state standards and that students learn the skills and knowledge deemed necessary for successful performances in school, at work, and in the community. *ISTEP+* testing for Grades 3, 6, and 8 is based on the academic standards from **previous** school years. Therefore, testing in Grade 3 measures mastery of Indiana Academic Standards for Grades K–2, Grade 6 measures K–5 standards, and Grade 8 measures K–7 standards. While these standards set expectations for student learning, they do not prescribe how the standards should be taught. Teachers should use their considerable skills, experience, talents, and creative resources to design standards-based classroom instructional activities tailored to meet the individual needs of their students. Copies of the *Teacher's Edition of Indiana's Academic Standards* have been forwarded to all school administrators.

**Q. In what ways are *ISTEP+* results linked to state and federal accountability?**

- A.** Indiana is required by state and federal law to administer a statewide assessment program that systematically measures student performance and monitors progress toward pre-established goals by all schools. *ISTEP+* results are a primary component for educational accountability under both Public Law 221 (state) and No Child Left Behind (federal). Testing data are also used to inform local decision making and guide Continuous School Improvement initiatives.

**Q. How are test items created for this assessment? How does Indiana ensure that the test items are valid and unbiased for our students?**

- A.** Since 1987, in conjunction with a test development company (CTB/McGraw-Hill), Indiana educators have collaborated in all steps of the test design and item development process. Indiana teachers help determine how standards and indicators

will be tested by reviewing and approving all reading passages prior to the construction of test items. They review test items to ensure that they are developmentally appropriate for the grade level and that they accurately measure the standards they were designed to assess. After additional reviews by the Citizens Review Committee and the Sensitivity/Bias Committee, items are evaluated on a pilot test form administered to Indiana students. Only items approved through these measures will appear on the actual *ISTEP+* assessments.

**Q. How are test items scored?**

- A. Multiple-choice items are scored by computer in Monterey, California. Open-ended or constructed-response items are read and electronically scored in Indianapolis by trained scorers. Scores on these items are based on correct answers as well as on level of understanding and ability to communicate. Rubrics guide scorers in assigning scores on the constructed-response and essay questions. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. If a student gives a response that is not listed as an exemplar but is supported by the text, the student receives credit for the response. Anchor papers are selected for each designated score point of an item. These are used as guides for the scorers in scoring the Applied Skills sections.

**Q. How does Indiana ensure that scoring is reliable?**

- A. Potential scorers, who must be college graduates and meet other competitive qualification requirements, are screened carefully during two interviews. Once selected, scorers train for several days with actual student responses from item pilots and must pass a test before they begin to score “live” student responses. The scorers must continue to demonstrate proficiency in following established scoring guidelines throughout their terms of employment. To ensure that grading by all scorers consistently matches the guidelines established in the scoring rubric, the trained scorers are monitored closely by testing supervisors. Each scorer is administered a “checkset” (a set of pre-scored student responses) several times a day that compares his or her grades to those assigned by the supervisor. In addition, the team leader, who works with a team of nine scorers, randomly rescores a percentage of each scorer’s completed items. Finally, 5% of the total responses are rescored daily.

**Q. What is the policy regarding rescoring of responses?**

- A. Within a specified window of time, a student’s parent or guardian may request a rescoring of specific items from a student’s test, including the essay. It should be stressed that the scores obtained through the rescoring will be final and that the rescoring may have positive, negative, or no effect on the final score. Scores resulting from rescoring items are unlikely to be more than a few points different from the original score.

**Q. What practices are appropriate when *preparing* students for *ISTEP+*?**

- A. It is important that students anticipate the tests with interest rather than with anxiety. They should realize that they are taking achievement tests that yield information



about the skills they have mastered as well as the skills they need to learn. Point out that questions intentionally cover a range of difficulty. The Department of Education's (DOE) policy about test preparation is that **any activity in the school or classroom that creates an excessive focus on the specific test content of ISTEP+ for the purpose of artificially raising test scores, whether overt or inadvertent, is inappropriate.** The *Indiana Code of Ethical Testing Practices and Procedures* was created to assist in answering specific questions about what constitutes "excessive focus." This document has been distributed to building administrators in all school corporations and may be downloaded from the DOE Web site. For easy reference, the following is a summary of ethical practices.

It is considered **appropriate** to do the following:

- review with all students the skills and concepts, including those unique to English/ Language Arts and Mathematics, taught in previous years (see classroom activities in *Curriculum Frameworks*)
- review *ISTEP+* objectives as part of a general review of curricula
- discuss general test-taking strategies and have students complete the *ISTEP+* practice tests that are included with regular materials at a time suggested by the *ISTEP+ Examiner's Manual*
- talk with students and parents about academic expectations and the importance of setting specific performance goals that enable students to assume responsibility for their learning
- develop instructional objectives based on the Indiana Academic Standards
- use test results as part of a body of evidence in making informed decisions about individuals, educational programs, or curriculum

It is considered **inappropriate** to do the following:

- teach or "cram" *ISTEP+* content (that has not been previously covered) during the time period immediately preceding the examination
- call students' attention to the fact that a similar question will be on the upcoming *ISTEP+*
- review *ISTEP+* related skills and concepts with **only** those students to be tested
- select for review **only** those *ISTEP+* objectives or items on which students performed poorly on previous examinations or focus instructional objectives on specific test items
- copy test items for instructional use or make minor alterations in test items to construct study guides, worksheets, or classroom assessments specifically designed for test preparation purposes
- use current, past, or parallel *ISTEP+* test items as review materials except those authorized for such use by the DOE (the released Applied Skills items found in the *Teacher's Scoring Guides* for Grades 3, 6, and 8)

**NOTE:** Duplication of any part of the test books constitutes a serious breach of security as some test items may appear in future versions of the test. Exposing

students to test questions before testing invalidates test scores and denies students the opportunity to participate in testing.

**Q. What practices are considered inappropriate *during* testing?**

- A. • coaching students in any way (verbally or with gestures or facial expressions)
- using any mechanical or technical device during a session **not** approved for such use, except by students for whom such use is an authorized IEP accommodation
  - answering questions about test items or vocabulary
  - reading any portion of the test to students, except when doing so **during a portion other than reading comprehension** is an authorized IEP accommodation
  - allowing noncertified personnel (e.g., aides or parent volunteers) to administer the test

**Q. How do I access more information about *ISTEP+* and other test-support resources?**

- A. The Department of Education maintains a Web site at <http://www.doe.state.in.us> that provides immediate access to *ISTEP+* information as well as to legislative updates and information about the Indiana Academic Standards, accountability, school improvement, and professional development. The *ISTEP+* Web page, accessible from this site, includes a calendar with upcoming test dates, bulletins with current testing information, and a list of *ISTEP+* support documents that may be downloaded. These documents include the *Guide to Test Interpretation*, the *GQE Item Sampler*, and the *ISTEP+ Program Manual*. **Multiple copies of *ISTEP+* support documents should be ordered through the school's Test Coordinator.**

Questions about assessment not answered in this sampler may be directed to John Moreland (at [jmorelan@doe.state.in.us](mailto:jmorelan@doe.state.in.us)), English/Language Arts consultant, or to Cynthia Roach (at [cschwing@doe.state.in.us](mailto:cschwing@doe.state.in.us)), Mathematics consultant. The School Assessment Division's telephone number is 317-232-9050, and the toll-free testing hotline is 888-544-7837 (888-54ISTEP).



# English/Language Arts

## GRADE 5 INDIANA ACADEMIC STANDARDS

- ❑ **READING: Word Recognition, Fluency, and Vocabulary Development**  
Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- ❑ **READING: Reading Comprehension**  
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.
- ❑ **READING: Literary Response and Analysis**  
Students read and respond to grade-level-appropriate historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.
- ❑ **WRITING: Writing Process**  
Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.
- ❑ **WRITING: Writing Applications**  
Students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.
- ❑ **WRITING: Written English Language Conventions**  
Students write using Standard English conventions appropriate to this grade level.

**NOTE:** This page provides an overview of the Indiana Academic Standards. The IDOE Web site at <http://www.doe.state.in.us/standards> contains a complete version of the Indiana Academic Standards, which may be downloaded.

## Passages



# My Favorite Snow



My favorite snow is the happy snow  
that flutters down  
in friendly flakes  
smiling from peaceful piles  
then invites me  
into powdery games  
laughing all the while  
and becomes a man  
of snowball shapes  
wearing a frosty smile.



— by Mark Merfeld

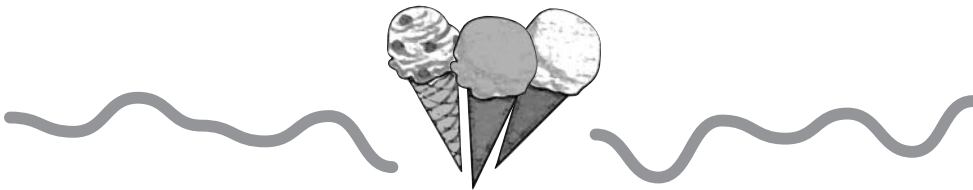
# Ice Cream



What comes in vanilla, chocolate, strawberry, and dozens of other delicious flavors and is almost everybody's favorite dessert? It's ice cream, of course. If vanilla is your favorite flavor, half the ice-cream eaters in America agree with you. Chocolate and strawberry are the next most popular flavors. A billion gallons of ice cream, ice milk, sherbet, and water ices are produced in the United States every year. That's about 23 quarts for each American!

It took centuries to develop the smooth, rich ice cream we enjoy today. The early Romans invented water ices. Marco Polo was the first European to sample ice milk when he visited China 700 years ago. In the 1600s, Europeans created ice cream by freezing mixtures of cream, fruit, and spices. When English colonists came to the New World, they brought their ice-cream recipes with them.

Until the middle 1800s, ice cream was homemade. In 1851, Jacob Fussell opened the first ice-cream factory in Baltimore, Maryland. Beginning about 1900, refrigeration technology made it possible to produce more of this favorite dessert. The first ice-cream cones were served at the 1904 World's Fair in St. Louis. Ice-cream bars appeared in 1921. The next time you're enjoying the creamy goodness of a vanilla cone, think how long it took to develop that frozen delight!





During the 1850s, many people believed that a railroad could not be built across the United States. They said the western mountains and deserts could not be crossed. Theodore Judah, an experienced railroad builder in the East, was sure that the job could be done. Judah began the job of laying the Central Pacific Railroad tracks eastward from California. Somewhere in the middle of the country, the tracks would be joined with those of the Union Pacific Railroad, which had been laid from the East.

Many difficulties faced Judah. In the Sierra Nevada mountains, sharp cliffs dropped into steep canyons. Workers were lowered in baskets over these cliffs. They swung hammers against the cliffs to carve paths into the sides of the mountains. These paths were then widened enough to lay railroad tracks.

When winter came, the wind piled snow into drifts fifty feet high. Wooden snow sheds were built to protect the workers and the tracks. Even so, some workers were freezing and had to be sent down to Sacramento.

The slowest work was digging Summit Tunnel. Day and night for a whole year, hammers and chisels<sup>1</sup> bit into the rock—often removing as little as two inches of rock a day. It was the most expensive quarter of a mile of railroad track in history.

After the mountains were crossed, the workers faced the desert heat of the Great Basin. Even with all the difficulties, the Central Pacific Railroad joined the Union Pacific in Utah in 1869. Theodore Judah died before the railroad was completed, but he and many brave people had proved that it could be done.

---

<sup>1</sup> **chisels:** tools used to cut stone, wood, or metal

# *A Noise in the Night*

Tiptoeing, Louisa followed her aunt to a steep stairway at the far end of the house. Aunt Bet climbed to the top, opened a door leading to the attic, and disappeared. Close behind, Louisa crept up the stairs, crouched in the doorway, and peered into the darkness.

Aunt Bet's flickering candle cast eerie shadows on the walls as she picked her way among the dusty boxes and covered furniture. She stopped at a chest of drawers, moved it aside, and felt along the wall behind it. Slowly, a door sprang open, revealing a hidden room.

Louisa stifled a scream as a thin, unshaven man stepped out of the opening. He wore a tattered, dark-blue shirt and pants—the uniform of a Yankee officer. As Aunt Bet handed him the plate of food, the young man saw Louisa in the doorway and froze. Desperately shaking her head “no,” the girl raised one finger to her lips. The officer understood and shifted his gaze. Quickly, Louisa slipped back downstairs and hid.

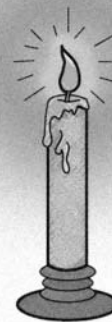
After Aunt Bet had gone, Louisa returned to the attic. She dragged the chest away from the wall and pressed against several panels. Nothing happened. Not discouraged, though, she called softly to the man inside, who told her where to find the hidden spring.

Soon the young officer stood in the open doorway. A small candle burned on a table behind him and, in its soft light, Louisa studied his face. Clear eyes reflected the calm of someone who faced problems unafraid.

Smiling, the officer said teasingly, “What trouble you would have gotten into if your aunt had turned around!”

That night, Louisa learned Aunt Bet was one of many daring Southerners whose hatred of slavery drove them to risk their lives by helping the North. Louisa chatted as long as she dared, wishing her new friend luck—he was going to leave at dawn.

Back in her room, Louisa glowed with pride, determined to guard her family's secret to the end.





# The New Student



**A**lvin was a new student who had come from a small town in a faraway state. Where Alvin lived before, the weather was cold most of the time. He moved to his new home in November, but it was not yet very cold in his new town. Nevertheless, Alvin wore his favorite outfit for his first day at his new school: wool slacks and a colorful sweater.

He looked in the classroom and saw a sea of unfamiliar faces. Reluctantly, he went in. Even being with his mom and the school principal did not help.

His new teacher brought him to the front of the classroom. She said something about where Alvin had come from and told the class his name. Thirty faces looked at Alvin. He felt too hot. He did not hear anything the teacher said, nor did he say anything himself. He looked at all the other students sitting at their desks. None of them was wearing a sweater. None of them looked like his old classmates had looked. The teacher showed Alvin to his desk.

Alvin didn't look at anyone. He stared at the reading book the teacher had given him. The book was not like his old book at all. He tried to listen, but Alvin couldn't find the page the class was reading.

Peter sat at the desk next to Alvin. Peter held up his reading book and pointed to the number at the bottom of the page. At the end of the lesson, Peter said to Alvin, "It doesn't get very cold here until January. Maybe then I will get a sweater like yours," and he smiled. Alvin smiled too, and gave Peter one of his new erasers, one that looked like a boat.



# Sample Test Items

## Reading: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as clues from the surrounding text, to determine the meaning of words. Multiple-choice vocabulary items may test student knowledge of words at grade level, or test the student's ability to use knowledge of word roots and grade-level literature to decode more advanced words and expressions. Additionally, multiple-choice and open-ended items assess a student's ability to understand figurative language.

**1** Read this sentence.

*Her expression was serene as she relaxed on the beach.*

The word *serene* comes from the Latin word *serēnus*, meaning “clear, cloudless, untroubled.” What does *serene* MOST LIKELY mean in this sentence?

- A amused
- B warm
- C dull
- ✓ D peaceful

**2** Both parts of the word *automobile* suggest that an automobile

- A travels very fast
- ✓ B moves by itself
- C runs on gasoline
- D costs a great deal

Number 3 is based on “My Favorite Snow,” found on page 12.

**3** In the poem “My Favorite Snow,” the poet compares the snow to

- A the sun
- B the ocean
- ✓ C a person
- D an animal

## Reading: Reading Comprehension

Students are expected to read and understand material that presents information. Texts may be paragraphs of prose at grade level or graphic representations of information. Students must be able to describe and connect main ideas presented in the text, to use the structural features of text to help with understanding, and to describe how texts are organized and ideas are supported. Comprehension skills are assessed by both multiple-choice and open-ended items.

Use this timeline to do Number 4.

<b>1775</b>	Second Continental Congress meets
<b>1776</b>	Declaration of Independence is adopted by the Continental Congress on July 4
<b>1796</b>	John Adams is elected president
<b>1800</b>	John Adams is defeated for second presidential term by Thomas Jefferson
<b>1812</b>	John Adams and Thomas Jefferson begin writing to each other again
<b>1826</b>	John Adams and Thomas Jefferson both die on July 4, the fiftieth birthday of the United States

**4** According to the timeline, which of the following events happened LAST?

- ☐ A The Declaration of Independence was signed.
- ☒ B John Adams and Thomas Jefferson wrote letters to one another again.
- ☐ C Thomas Jefferson defeated John Adams in a presidential election.
- ☐ D The Second Continental Congress was held.

Numbers 5 and 6 are based on “Ice Cream,” found on page 13.

**5** What is this article MOSTLY about?

- ☐ A how ice cream is made
- ☒ B the history of ice cream
- ☐ C popular flavors of ice cream
- ☐ D the history of refrigeration

**6** Which statement from the article expresses an OPINION?

- ☒ A “everybody’s favorite dessert”
- ☐ B “a billion gallons ... are produced”
- ☐ C “took centuries to develop”
- ☐ D “Europeans created ice cream”

Number 7 is based on "Building a Railroad," found on page 14.

**7** According to the article, what are TWO MAIN difficulties that Theodore Judah and the workers faced while building the railroad through the Sierra Nevada mountains?

1) \_\_\_\_\_  
\_\_\_\_\_


2) \_\_\_\_\_  
\_\_\_\_\_

**Exemplars:**

- In the winter, wind piled snow into fifty-foot drifts.
- Some of the workers were too cold to work and had to be sent down to Sacramento.
- The Sierra Nevada mountains had sharp cliffs and steep canyons, so it was dangerous for the workers.
- Digging Summit Tunnel was very difficult because workers had to remove the rock with hammers and chisels. It took a year.
- other relevant text-based difficulty

**Rubric:**

- 2 points** versions of two exemplars
- 1 point** version of one exemplar
- 0 points** other

- 8**  Suppose that you had to oversee the completion of the Central Pacific Railroad. Write an essay in which you deliver a report after the railroad is finished. Explain the benefits of the railroad as well as how you overcame obstacles you encountered along the way. **In your essay, be sure to include examples from the article to show at least ONE benefit of the railroad and ONE obstacle and how it was overcome.**

#### Exemplars:

##### Benefits

- The railroad joined the Union Pacific Railroad and connected both coasts of the United States.
- The western mountains and deserts could now be crossed easily.
- other relevant text-based benefit

##### Obstacles

- Workers were lowered in baskets over the sharp cliffs in the Sierra Nevada.
- Wooden snow sheds were built to protect workers and the tracks from the winter weather. Other workers were sent down to Sacramento.
- The workers faced the desert heat of the Great Basin.
- other relevant text-based obstacle

#### ALSO SCORED FOR WRITING

Apply 4-point Writing Applications Rubric, Grades 6–12

Apply 4-point Language Conventions Rubric, Grades 6–12

#### Rubric:

**2 points** response includes one version of "Benefits" exemplar AND one "Obstacles" exemplar

**1 point** response includes one "Benefits" exemplar OR one "Obstacles" exemplar

**0 points** other

# Extended Response Writing Applications Overview

## Grades 6–12

Score	Does the writing sample
<b>4</b>	<ul style="list-style-type: none"> <li>• fully accomplish the task?</li> <li>• include many relevant ideas?</li> <li>• organize ideas logically?</li> <li>• exhibit very good word usage?</li> <li>• demonstrate very good writing technique?</li> <li>• demonstrate effective adjustment of language and tone to task and reader?</li> </ul>
Score	Does the writing sample
<b>3</b>	<ul style="list-style-type: none"> <li>• accomplish the task?</li> <li>• include relevant ideas?</li> <li>• organize ideas logically?</li> <li>• exhibit good word usage?</li> <li>• demonstrate good writing technique?</li> <li>• demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>
Score	Does the writing sample
<b>2</b>	<ul style="list-style-type: none"> <li>• minimally accomplish the task?</li> <li>• include some relevant ideas?</li> <li>• exhibit an attempt to organize ideas logically?</li> <li>• exhibit ordinary word usage?</li> <li>• demonstrate adequate writing technique?</li> <li>• demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>
Score	Does the writing sample
<b>1</b>	<ul style="list-style-type: none"> <li>• only partially accomplish or fail to accomplish the task?</li> <li>• include few relevant ideas?</li> <li>• exhibit a minimal attempt to organize ideas logically?</li> <li>• exhibit minimal word usage?</li> <li>• demonstrate minimal or less than minimal writing technique?</li> <li>• demonstrate language and tone that may be inappropriate to task and reader?</li> </ul>

**NOTE:** This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

# Extended Response Writing Applications Rubric

## Grades 6–12

<b>SCORE POINT 4</b>
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.
<b>Ideas and Content</b>
<p><b>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay focused on topic and task?</li> </ul> <p><b>Does the writing sample include many relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• provide ample information and more than adequate supporting details that are developed?</li> <li>• explore many facets of the topic?</li> </ul>
<b>Organization</b>
<p><b>Are the ideas in the writing sample organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?</li> <li>• progress in an order that enhances meaning of text?</li> <li>• include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)</li> </ul>
<b>Style</b>
<p><b>Does the writing sample exhibit very good word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?</li> <li>• demonstrate control of vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate very good writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing very fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>
<b>Voice</b>
<p><b>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?</li> <li>• demonstrate a sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

# Extended Response Writing Applications Rubric

## Grades 6–12

<b>SCORE POINT 3</b>	
A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.	
<b>Ideas and Content</b>	
<p><b>Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea? (Writing may include minor tangents.)</li> <li>• stay mostly focused on topic and task?</li> </ul> <p><b>Does the writing sample include relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)</li> <li>• explore some facets of the topic?</li> </ul>	
<b>Organization</b>	
<p><b>Are the ideas in the writing sample organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?</li> <li>• generally progress in an order that enhances meaning of text?</li> <li>• include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)</li> </ul>	
<b>Style</b>	
<p><b>Does the writing sample exhibit good word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?</li> <li>• demonstrate control of basic vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate good writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing fluent?</li> <li>• Does it exhibit some varied sentence patterns, including some complex sentences?</li> <li>• Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>	
<b>Voice</b>	
<p><b>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)</li> <li>• demonstrate some sense of audience?</li> <li>• attempt an original perspective?</li> </ul>	

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

# Extended Response Writing Applications Rubric

## Grades 6–12

<b>SCORE POINT 2</b>
A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.
<b>Ideas and Content</b>
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• attempt a unifying theme or main idea?</li> <li>• stay somewhat focused on topic and task?</li> </ul> <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• include some information with only a few details, or list ideas without supporting details?</li> <li>• explore some facets of the topic?</li> </ul>
<b>Organization</b>
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> <li>• have a beginning, a middle, or an end that may be weak or absent?</li> <li>• demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)</li> <li>• demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)</li> </ul>
<b>Style</b>
<p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain basic vocabulary, with words that are predictable and common?</li> <li>• demonstrate some control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate adequate writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing generally fluent?</li> <li>• Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?</li> <li>• Is it generally ordinary and predictable?</li> </ul>
<b>Voice</b>
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?</li> <li>• demonstrate little sense of audience?</li> <li>• generally lack an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.



# Extended Response Writing Applications Rubric

## Grades 6–12

<b>SCORE POINT 1</b>
<p>A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>
<b>Ideas and Content</b>
<p>Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?</p> <ul style="list-style-type: none"> <li>• Writing may attempt a main idea, or the main idea may be difficult to discern.</li> <li>• Does the writing sometimes lose focus or ineffectively establish focus?</li> </ul> <p>Does the writing sample include few relevant ideas?</p> <ul style="list-style-type: none"> <li>• Does the writing sample include little information and few or no details?</li> <li>• Writing may explore only one or two facets of the topic.</li> </ul>
<b>Organization</b>
<p>Is there a minimal attempt to logically organize ideas in the writing sample?</p> <ul style="list-style-type: none"> <li>• Does the writing have only one or two of the three elements: beginning, middle, and end?</li> <li>• Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)</li> <li>• Are transitions weak or absent (e.g., few or no topic sentences)?</li> </ul>
<b>Style</b>
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain limited vocabulary? (Words may be used incorrectly.)</li> <li>• demonstrate minimal or less than minimal control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate minimal or less than minimal writing technique?</p> <ul style="list-style-type: none"> <li>• Does the writing exhibit some or little fluency?</li> <li>• Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?</li> <li>• Is it often repetitive, predictable, or dull?</li> </ul>
<b>Voice</b>
<p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?</li> <li>• demonstrate little or no sense of audience?</li> <li>• lack an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

# Language Conventions Rubric

## Grades 6–12

Score	Does the writing sample exhibit a good command of language skills?
<b>4</b>	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> <li>• Do words have very few or no capitalization errors?</li> <li>• Do sentences have very few or no punctuation errors?</li> <li>• Do words have very few or no spelling errors?</li> <li>• Do sentences have very few or no grammar or word usage errors?</li> <li>• Writing has very few or no paragraphing errors.</li> <li>• Writing has very few or no run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit an adequate command of language skills?
<b>3</b>	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> <li>• Do words have occasional capitalization errors?</li> <li>• Do sentences have occasional punctuation errors?</li> <li>• Do words have occasional spelling errors?</li> <li>• Do sentences have occasional grammar or word usage errors?</li> <li>• Writing may have occasional paragraphing errors.</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit a minimal command of language skills?
<b>2</b>	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have frequent capitalization errors?</li> <li>• Do sentences have frequent punctuation errors?</li> <li>• Do words have frequent spelling errors?</li> <li>• Do sentences have frequent grammar or word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit a less than minimal command of language skills?
<b>1</b>	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have many capitalization errors?</li> <li>• Do sentences have many punctuation errors?</li> <li>• Do words have many spelling errors?</li> <li>• Do sentences have many grammar and word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>

**NOTE:** These rubrics are applied holistically, with no element of the rubric intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper, consisting of two or three sentences, may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Reading: Literary Response and Analysis

Students read and respond to works of fiction, literary nonfiction, drama, and poetry, identifying the basic characteristics of each form. Students must be able to identify plot points and their resolutions, to explain how character interactions and motives affect other characters and story outcomes, and to recognize the central idea or theme of a selection. As they become increasingly aware of the writer's voice in literature, students will describe common literary devices and their effects.

Numbers 9 and 10 are based on "A Noise in the Night," found on page 15.

**9** This passage is an example of what kind of writing?

- A folktale
- B autobiography
- ✓ C narrative fiction
- D tall tale

**10** Read this sentence from the passage.

*Aunt Bet's flickering candle cast eerie shadows on the walls as she picked her way among the dusty boxes and covered furniture.*

The writer uses words such as *flickering*, *eerie*, and *shadows* because they

- A make the setting seem historical
- B are familiar to everyone
- ✓ C create a mysterious atmosphere
- D tell the reader what is going to happen

Number 11 is based on "The New Student," found on page 16.

**11** Which phrase BEST states the theme of this story?

- A benefits of hard work
- ✓ B importance of friendship
- C excitement of moving
- D results of courage

Number 12 is based on "The New Student," found on page 16.

**12** In the story, what TWO things does Peter do to show he will be a friend to Alvin?

1) \_\_\_\_\_  
\_\_\_\_\_  
2) \_\_\_\_\_  
\_\_\_\_\_

**Exemplars:**

- Peter sits next to Alvin in class.
- Peter shows Alvin what page the class is reading in the book.
- Peter smiles at Alvin.
- Peter says that he might get a sweater like Alvin's.
- other relevant text-based response

**Rubric:**

- 2 points** versions of two exemplars
- 1 point** version of one exemplar
- 0 points** other

## Writing: Writing Process

As part of their class work, students discuss and keep a list of ideas for writing. Students are expected to organize and plan what they will write, using graphic organizers. They also know how to locate information to supplement their ideas by using features of printed text such as bibliographies and footnotes. After writing, students are expected to proofread and edit their writing. The *ISTEP+* assesses a student's ability to meet selected skills in this standard through use of targeted items as well as by application of the Language Conventions Rubric (see page 26) to extended student writing.

Use the following bibliography to do Number 13.

### Bibliography

Davidson, Samuel. *Fruits and Vegetables in Your Garden*. Green Thumb Printing, New York, 2000.

Falcone, Donald. *Creating a Water Garden*. Garden Press, Miami, 1994.

Sarturo, Amy. *Growing Great Roses*. Nature Press, Seattle, 1998.

Torres, Alma. *Trees, Shrubs, and Bushes*. J. Press & Company Printing, Dallas, 1999.

**13** Which book would be MOST useful in explaining how to put a pond in your back yard?

- ☐ A *Trees, Shrubs, and Bushes*
- ☒ B *Creating a Water Garden*
- ☐ C *Growing Great Roses*
- ☐ D *Fruits and Vegetables in Your Garden*

**14** Choose the BEST way to combine the following sentences.

*It was raining today.*

*I took my umbrella to school.*

*My feet still got wet.*

- ☐ A I took my umbrella to school since my feet still got wet, and it was raining today.
- ☐ B My feet still got wet because I took my umbrella to school, and it was raining today.
- ☒ C I took my umbrella to school because it was raining today, but my feet still got wet.
- ☐ D Because my feet still got wet, it was raining today, and I took my umbrella to school.

## Writing: Writing Applications

In response to a writing prompt, students must organize their ideas and produce an original story or essay. The type of writing required for *ISTEP+* rotates among the following forms: narrative, informational, descriptive, and persuasive.

Each type of writing has specific characteristics that the student is expected to include. For example, a student's persuasive essay should establish a clear stance and provide supportive evidence meant to convince the reader.

Student writing is evaluated according to the six-point rubric on pages 32 through 39. Students' ability to use Standard English in their writing is assessed using the four-point Language Conventions Rubric on page 31.

The sample writing prompt below requires a persuasive essay.

**15**

### Career Day Speaker

Read the writing prompt below and complete the writing activity.

Think about the kind of job you might like to do when you are older. What kind of work interests you? Your school's Career Day will welcome guest speakers who will talk about their jobs.

Write an essay in which you suggest a speaker for Career Day. You may suggest someone you know or a worker with a job that sounds interesting. Describe the job and give reasons why learning about that person's work would be interesting for you and your classmates.

Be sure to include

- whom you would suggest as a speaker
- a brief description of his or her job
- why you think that job would be interesting
- an introduction, a body, and a conclusion to your essay

# Language Conventions Rubric

## Grades 6–12

Score	Does the writing sample exhibit a good command of language skills?
<b>4</b>	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> <li>• Do words have very few or no capitalization errors?</li> <li>• Do sentences have very few or no punctuation errors?</li> <li>• Do words have very few or no spelling errors?</li> <li>• Do sentences have very few or no grammar or word usage errors?</li> <li>• Writing has very few or no paragraphing errors.</li> <li>• Writing has very few or no run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit an adequate command of language skills?
<b>3</b>	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> <li>• Do words have occasional capitalization errors?</li> <li>• Do sentences have occasional punctuation errors?</li> <li>• Do words have occasional spelling errors?</li> <li>• Do sentences have occasional grammar or word usage errors?</li> <li>• Writing may have occasional paragraphing errors.</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit a minimal command of language skills?
<b>2</b>	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have frequent capitalization errors?</li> <li>• Do sentences have frequent punctuation errors?</li> <li>• Do words have frequent spelling errors?</li> <li>• Do sentences have frequent grammar or word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit a less than minimal command of language skills?
<b>1</b>	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have many capitalization errors?</li> <li>• Do sentences have many punctuation errors?</li> <li>• Do words have many spelling errors?</li> <li>• Do sentences have many grammar and word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>

**NOTE:** These rubrics are applied holistically, with no element of the rubric intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper, consisting of two or three sentences, may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

# Writing Applications Overview

## Grades 6–12

Score Level	Ideas and Content	Organization
	Does the writing sample	Does the writing sample
<b>6</b>	<ul style="list-style-type: none"> <li>fully accomplish the task?</li> <li>include thorough, relevant, and complete ideas?</li> </ul>	<ul style="list-style-type: none"> <li>organize ideas logically?</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>fully accomplish the task?</li> <li>include many relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>organize ideas logically?</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>accomplish the task?</li> <li>include relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>organize ideas logically?</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>minimally accomplish the task?</li> <li>include some relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>exhibit an attempt to organize ideas logically?</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>only partially accomplish the task?</li> <li>include few relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>exhibit a minimal attempt to organize ideas logically?</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>fail to accomplish the task?</li> <li>include very few relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>organize ideas illogically?</li> </ul>

**NOTE:** Chart continues on page 33.

This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.



Score Level	Style	Voice
	Does the writing sample	Does the writing sample
<b>6</b>	<ul style="list-style-type: none"> <li>exhibit exceptional word usage?</li> <li>demonstrate exceptional writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate effective adjustment of language and tone to task and reader?</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>exhibit very good word usage?</li> <li>demonstrate very good writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate effective adjustment of language and tone to task and reader?</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>exhibit good word usage?</li> <li>demonstrate good writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>exhibit ordinary word usage?</li> <li>demonstrate average writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>exhibit minimal word usage?</li> <li>demonstrate minimal writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate language and tone that may be inappropriate to task and reader?</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>exhibit less than minimal word usage?</li> <li>demonstrate less than minimal writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate language and tone that may be inappropriate to task and reader?</li> </ul>

# Writing Applications Rubric

## Grades 6–12

<b>SCORE POINT 6</b>
<p>A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.</p>
<b>Ideas and Content</b>
<p><b>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay completely focused on topic and task?</li> </ul> <p><b>Does the writing sample include thorough, relevant, and complete ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• include in-depth information and exceptional supporting details that are fully developed?</li> <li>• fully explore many facets of the topic?</li> </ul>
<b>Organization</b>
<p><b>Are the ideas in the writing sample organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?</li> <li>• progress in an order that enhances meaning?</li> <li>• include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?</li> </ul>
<b>Style</b>
<p><b>Does the writing sample exhibit exceptional word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?</li> <li>• demonstrate control of a challenging vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate exceptional writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing exceptionally fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer’s techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>
<b>Voice</b>
<p><b>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?</li> <li>• demonstrate a strong sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

# Writing Applications Rubric

## Grades 6–12

<b>SCORE POINT 5</b>	
A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.	
<b>Ideas and Content</b>	
<p><b>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay focused on topic and task?</li> </ul> <p><b>Does the writing sample include many relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• provide in-depth information and more than adequate supporting details that are developed?</li> <li>• explore many facets of the topic?</li> </ul>	
<b>Organization</b>	
<p><b>Are the ideas in the writing sample organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?</li> <li>• progress in an order that enhances meaning of text?</li> <li>• include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)</li> </ul>	
<b>Style</b>	
<p><b>Does the writing sample exhibit very good word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?</li> <li>• demonstrate control of vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate very good writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing very fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>	
<b>Voice</b>	
<p><b>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?</li> <li>• demonstrate a sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>	

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

# Writing Applications Rubric

## Grades 6–12

<b>SCORE POINT 4</b>
<p>A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
<b>Ideas and Content</b>
<p><b>Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea? (Writing may include minor tangents.)</li> <li>• stay mostly focused on topic and task?</li> </ul> <p><b>Does the writing sample include relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)</li> <li>• explore some facets of the topic?</li> </ul>
<b>Organization</b>
<p><b>Are the ideas in the writing sample organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?</li> <li>• generally progress in an order that enhances meaning of text?</li> <li>• include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)</li> </ul>
<b>Style</b>
<p><b>Does the writing sample exhibit good word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?</li> <li>• demonstrate control of basic vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate good writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing fluent?</li> <li>• Does it exhibit some varied sentence patterns, including some complex sentences?</li> <li>• Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>
<b>Voice</b>
<p><b>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)</li> <li>• demonstrate some sense of audience?</li> <li>• attempt an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

# Writing Applications Rubric

## Grades 6–12

<b>SCORE POINT 3</b>
<p>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<b>Ideas and Content</b>
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• attempt a unifying theme or main idea?</li> <li>• stay somewhat focused on topic and task?</li> </ul> <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• include some information with only a few details, or list ideas without supporting details?</li> <li>• explore some facets of the topic?</li> </ul>
<b>Organization</b>
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> <li>• have a beginning, a middle, or an end that may be weak or absent?</li> <li>• demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)</li> <li>• demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)</li> </ul>
<b>Style</b>
<p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain basic vocabulary, with words that are predictable and common?</li> <li>• demonstrate some control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing generally fluent?</li> <li>• Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?</li> <li>• Is it generally ordinary and predictable?</li> </ul>
<b>Voice</b>
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?</li> <li>• demonstrate little sense of audience?</li> <li>• generally lack an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

# Writing Applications Rubric

## Grades 6–12

<b>SCORE POINT 2</b>	
<p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>	
<b>Ideas and Content</b>	
<p>Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• attempt a main idea?</li> <li>• sometimes lose focus or ineffectively display focus?</li> </ul> <p>Does the writing sample include few relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• include little information and few or no details?</li> <li>• explore only one or two facets of the topic?</li> </ul>	
<b>Organization</b>	
<p>Is there a minimal attempt to logically organize ideas in the writing sample?</p> <ul style="list-style-type: none"> <li>• Does the writing have only one or two of the three elements: beginning, middle, and end?</li> <li>• Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)</li> <li>• Are transitions weak or absent (e.g., few or no topic sentences)?</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain limited vocabulary? (Some words may be used incorrectly.)</li> <li>• demonstrate minimal control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate minimal writing technique?</p> <ul style="list-style-type: none"> <li>• Does the writing exhibit some fluency?</li> <li>• Does it rely mostly on simple sentences?</li> <li>• Is it often repetitive, predictable, or dull?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?</li> <li>• demonstrate little or no sense of audience?</li> <li>• lack an original perspective?</li> </ul>	

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

# Writing Applications Rubric

## Grades 6–12

<b>SCORE POINT 1</b>
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
<b>Ideas and Content</b>
<p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> <li>• difficult for the reader to discern the main idea?</li> <li>• too brief or too repetitive to establish or maintain a focus?</li> </ul> <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> <li>• Does it include little information with few or no details or unrelated details?</li> <li>• Is it unsuccessful in attempts to explore any facets of the prompt?</li> </ul>
<b>Organization</b>
<p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> <li>• Does it have only one or two of the three elements: beginning, middle, or end?</li> <li>• Is it difficult to follow, with the order possibly difficult to discern?</li> <li>• Are transitions weak or absent (e.g., without topic sentences)?</li> </ul>
<b>Style</b>
<p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain limited vocabulary, with many words used incorrectly?</li> <li>• demonstrate minimal or less than minimal control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> <li>• lack fluency?</li> <li>• demonstrate problems with sentence patterns?</li> <li>• consist of writing that is flat and lifeless?</li> </ul>
<b>Voice</b>
<p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate difficulty in choosing an appropriate register?</li> <li>• demonstrate a lack of a sense of audience?</li> <li>• lack an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing: Written English Language Conventions

The student's ability to write clear and correct English is assessed by multiple-choice items as well as by application of the four-point Language Conventions Rubric to extended student writing. Specific skills assessed by multiple-choice items include correct and appropriate use of phrases and clauses, connecting words, verb tenses, modifiers, punctuation, prefixes and suffixes, and syllabication.

- 16** Choose the phrase that is correct and BEST completes the sentence.

The sleepy cat was lying in the sun that came in \_\_\_\_\_ .

- A before the window
- B near the window
- ✓ C through the window
- D beside the window

- 17** Choose the word that BEST completes the sentence.

Sarah \_\_\_\_\_ the cup on the table.

- ✓ A set
- B sits
- C sat
- D setting

For Numbers 18 and 19, choose the sentence that has correct punctuation.

- 18**
- A The teacher asked "Are you going to the school play tonight?"
  - B Jack, may I borrow your math book for a minute, "Amy asked"
  - C "Eric, would you please set the table for dinner? Mrs. Becker asked."
  - ✓ D Kara asked, "Can you believe how much homework I have to do tonight?"

- 19**
- A I was going to ride to the library; but my bike tire had a flat.
  - B Tomorrow is the first day of school; so do not be late.
  - C We need these things for the decorations; glue, glitter, colored paper, and foil.
  - ✓ D I like football; my brother prefers swimming.

- 20** Read this sentence.

*It takes lots of determination to learn how to skate.*

How should **determination** be divided into syllables?

- A de • ter • min • a • tion
- B deter • min • a • tion
- ✓ C de • ter • mi • na • tion
- D de • ter • min • ation





# Mathematics

## GRADE 5 INDIANA ACADEMIC STANDARDS

### ☐ **Number Sense**

Students compute with whole numbers, decimals, and fractions and understand the relationship among decimals, fractions, and percents. They understand the relative magnitudes of numbers. They understand prime and composite numbers.

### ☐ **Computation**

Students solve problems involving multiplication and division of whole numbers, addition and subtraction, and simple multiplication and division of fractions and decimals.

### ☐ **Algebra and Functions**

Students use variables in simple expressions, compute the value of an expression for specific values of the variable, and plot and interpret the results. They use two-dimensional coordinate grids to represent points and graph lines.

### ☐ **Geometry**

Students identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them.

### ☐ **Measurement**

Students understand and compute the areas and volumes of simple objects, as well as measuring weight, temperature, time, and money.

### ☐ **Data Analysis and Probability**

Students collect, display, analyze, compare, and interpret data sets. They use the results of probability experiments to predict future events.

### ☐ **Problem Solving**

Students make decisions about how to approach problems and communicate their ideas.

# Sample Test Items

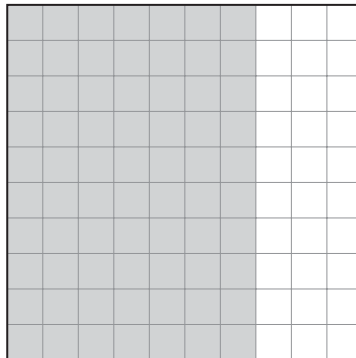
## Number Sense

This standard assesses a student's ability to round, arrange, interpret, convert, explain, and compare decimals, fractions, percents, and prime and composite whole numbers.

**1** Which of the following lists of numbers is in order from LEAST to GREATEST?

- A** 0.5, 2.15, 2.25, 1.75
- ✓ **B** 0.5, 1.75, 2.15, 2.25
- C** 2.25, 2.15, 1.75, 0.5
- D** 1.75, 0.5, 2.25, 2.15

**2** Look at the grid below.



Which of the following is equal to the SHADED portion of the grid?

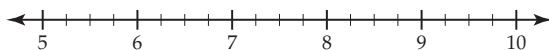
- A** 3%
- B** 7%
- C** 30%
- ✓ **D** 70%

**3** Look at the numbers below.

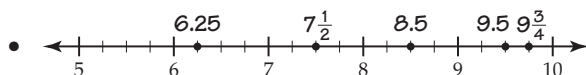
**6.25, 8.5,  $7\frac{1}{2}$ ,  $9\frac{3}{4}$ , 9.5**

Plot each number on the number line below.

Be sure to label each point with its value.



**Exemplary Response:**



**Rubric:**

**2 points** Exemplary response

**1 point** Three or four points plotted and labeled correctly

OR

All points plotted correctly, but not labeled

**0 points** Other

## Computation

This standard assesses a student's ability to solve problems involving addition, subtraction, multiplication, and division of whole numbers and fractions; to add and subtract decimals and verify the reasonableness of results; and to use estimation to decide whether answers are reasonable.

**4**  $2\frac{3}{8} - 1\frac{1}{4} =$

- A  $1\frac{1}{16}$
- ✓ B  $1\frac{1}{8}$
- C  $1\frac{1}{4}$
- D  $1\frac{1}{2}$

**5**  $3\frac{1}{4} \times \frac{2}{3} =$

- ✓ A  $2\frac{1}{6}$
- B  $2\frac{1}{4}$
- C  $3\frac{1}{4}$
- D  $3\frac{11}{12}$

- 6** The RCA Dome, a stadium in Indianapolis, has 57,872 permanent seats. Approximately 3,500 seats can be added for basketball games and concerts. A brochure states that the facility can accommodate more than 60,000 people. Use estimation to determine if the statement is reasonable. On the lines below, use words or symbols to explain your reasoning.

---



---



---



---

### Exemplary Response:

- 58,000 seats + 3,500 seats = 61,500 seats  
Stating that the facility can accommodate more than 60,000 people is reasonable.

OR

- If 60,000 people were to attend, almost 58,000 could be seated in the permanent seats. Another 2,000 or so could be seated in the 3,500 temporary seats.

OR

- Other valid explanation

### Rubric:

- 1 point** Exemplary response
- 0 points** Other

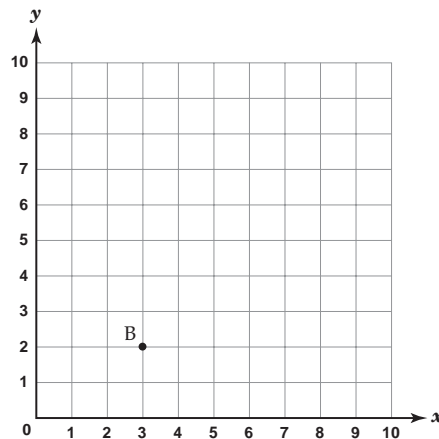
## Algebra and Functions

This standard assesses a student's ability to write simple algebraic expressions in one or two variables, evaluate expressions by substitution, graph ordered pairs that fit the equation, and use information from graphs or equations to answer questions about problem situations.

**7** Find the value of  $6y + 13$  when  $y = 7$ .

- A 19
- B 26
- ✓ C 55
- D 80

**8** Look at the graph below.



What are the coordinates of point B?

- A (1, 2)
- B (2, 1)
- C (2, 3)
- ✓ D (3, 2)

**9**

Use your ruler to solve this problem.

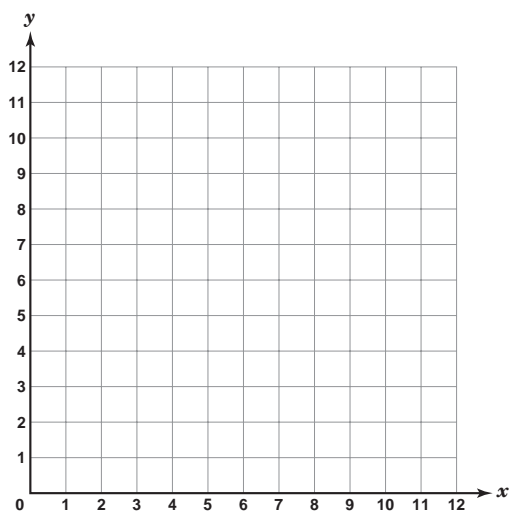
Look at the equation below.

$$y = 3x - 2$$

Use these values of  $x$  in the equation to complete the table of ordered pairs.

$x$	$y$
1	
2	
3	
4	

On the graph below, plot the ordered pairs from the table and draw a line through the points.



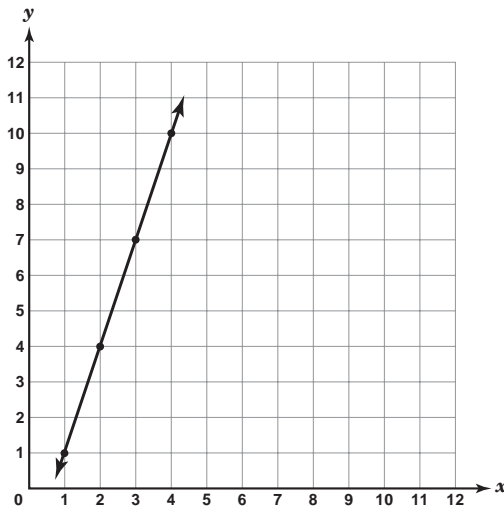
**Exemplary Response:**

•

$x$	$y$
1	1
2	4
3	7
4	10

AND

•

**Rubric:****For the table:****2 points** Exemplary response**1 point** Two or three correct values**0 points** Other**For the graph:****2 points** Exemplary response**1 point** Four ordered pairs from the chart plotted correctly**0 points** Other

**NOTES:** If student fills out the table incorrectly, but plots all points in graph correctly based on incorrect table, award credit.

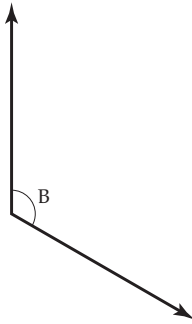
Award one point for points plotted with no line drawn or for points plotted not in a straight line. If points are not linear, maximum score student may receive is one point for correct plot based on student's table.

If more than one line is drawn, maximum score student may receive is one point for correct plot based on student's table.

## Geometry

This standard assesses a student's ability to measure, identify, classify, manipulate, and construct 2- and 3-dimensional shapes such as rectangles, triangles, circles, prisms, and pyramids, and identify attributes of those shapes.

**10** Look at the drawing below.



Which of the following describes  $\angle B$ ?

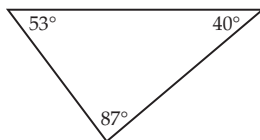
- A** acute angle
- B** right angle
- ☒ **C** obtuse angle
- D** straight angle

**11** How many degrees are in  $\frac{1}{4}$  of a full turn?

- ☒ **A**  $90^\circ$
- B**  $180^\circ$
- C**  $270^\circ$
- D**  $360^\circ$



- 12** Look at the triangle below.



Identify the triangle as right, acute, or obtuse. Write your answer on the line below.

**Answer** \_\_\_\_\_

On the lines below, explain why you identified the triangle as right, acute, or obtuse.

---

---

---

**Exemplary Response:**

- Acute

AND

- An acute triangle has all angles measuring less than  $90^\circ$ .  $40^\circ$ ,  $53^\circ$ , and  $87^\circ$  are all less than  $90^\circ$ , so all 3 angles are acute.

OR

- Other valid explanation

**Rubric:**

**2 points** Exemplary response

**1 point** Correct answer only

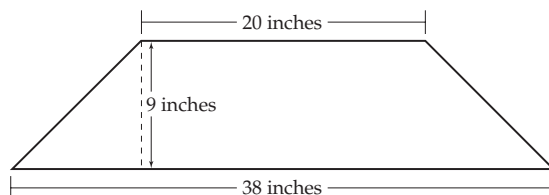
**0 points** Other

**NOTE:** Award full credit if answer line is blank, but "acute" is stated in the explanation.

## Measurement

This standard assesses a student's ability to solve problems involving the area and perimeter of simple and complex polygons; the surface area and volume of rectangular solids; weight and temperature; and adding and subtracting with money in decimal notation.

- 13** Look at the trapezoid below.



What is the area, in square inches, of the trapezoid?

$$\text{Area of trapezoid} = \frac{1}{2} \times \text{height} \times (\text{base}_1 + \text{base}_2)$$

**Show All Work**

**Answer** \_\_\_\_\_ square inches

**Exemplary Response:**

- 261 square inches

Sample Process:

$$\bullet \frac{1}{2} \times 9 \times (38 + 20) =$$

$$\frac{1}{2} \times 9 \times (58) =$$

$$9 \times 29 = 261$$

OR

- Other valid process

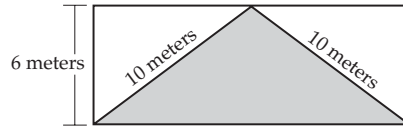
**Rubric:**

**2 points** Exemplary response

**1 point** Correct complete process; error in computation

**0 points** Other

- 14** Look at the rectangle below.



If the area of the rectangle is 96 square meters, what is the PERIMETER, in meters, of the shaded triangle?

$$\text{Area of rectangle} = \text{length} \times \text{width}$$

- A** 18 meters
- B** 24 meters
- ✓ **C** 36 meters
- D** 48 meters

- 15** Stephanie bought a sweater that was originally marked to cost \$71.28. The sweater's price was discounted by \$12.50. How much will the discounted sweater cost, before tax?

- ✓ **A** \$58.78
- B** \$61.22
- C** \$69.78
- D** \$83.78

## Data Analysis and Probability

This standard assesses a student's ability to explain types of displays appropriate for various sets of data; to express outcomes of experimental probability with values between 0 and 1 and describe what the outcomes tell about the data; and to find the mean, median, mode, and range for a set of data and describe what each tells about the data.

- 16** The set of numbers below shows the record high temperatures for Saturdays in July and August in Indianapolis.

**99°, 104°, 98°, 100°, 93°, 93°**

Find the MEDIAN of the set of high temperatures. Write your answer on the line below.

**Answer** \_\_\_\_\_

On the lines below, explain what the MEDIAN represents.

---

---

---

---

### Exemplary Response:

- 98.5°
- AND
- The median is the middle number in an ordered set of numbers.
- OR
- Other valid explanation

### Rubric:

**2 points** Exemplary response

**1 point** Correct answer only

OR

Correct explanation only

**0 points** Other

- 17** Of the 30 cars in the school parking lot, Janie noticed that 4 of the cars were red, 8 were tan, 9 were black, and 9 were white. What is the probability that the first car to leave the parking lot will be green?

✓ **A** 0

**B**  $\frac{2}{15}$

**C**  $\frac{3}{10}$

**D** 1

## Problem Solving

This standard assesses a student's ability to analyze and simplify problems, make precise calculations, check the reasonableness of solutions and validity of results in the context of the problems, and show conceptual understanding of methods by solving similar problems.

- 18** The Home Economics Club is covering two bulletin boards with felt for a project. One bulletin board is in the shape of a rectangle that measures  $1\frac{2}{3}$  yards by 2 yards. The other is in the shape of an isosceles triangle with a base that measures  $1\frac{2}{3}$  yards and a height that measures  $1\frac{1}{2}$  yards. The bulletin boards will be hung on opposite sides of the room. How many square yards of material does the club need to cover both bulletin boards?

Area of rectangle = length  $\times$  width

Area of triangle =  $\frac{1}{2} \times$  base  $\times$  height

**Show All Work**

**Answer** \_\_\_\_\_ square yards

**Exemplary Response:**

- $4\frac{7}{12}$  square yards

AND

- $1\frac{2}{3} \times 2 = \frac{5}{3} \times 2 = \frac{10}{3}$

$$\frac{1}{2} \times 1\frac{2}{3} \times 1\frac{1}{2} = \frac{1}{2} \times \frac{5}{3} \times \frac{3}{2} = \frac{15}{12}$$

$$\frac{10}{3} + \frac{15}{12} = \frac{40}{12} + \frac{15}{12} = \frac{55}{12} = 4\frac{7}{12}$$

OR

- Other valid process

**Rubric:**

**3 points** Exemplary response

**2 points** Correct answer only

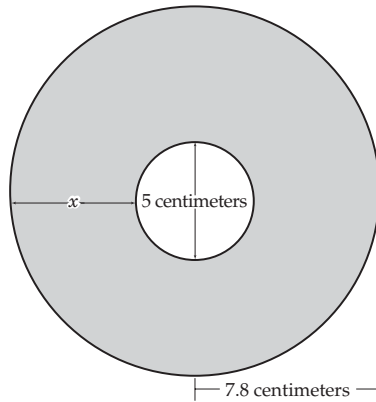
OR

Correct complete process; error in computation

**1 point** Correct process for finding either the area of the rectangle or the triangle

**0 points** Other

- 19** Look at the circles below.



The smaller circle has a diameter of 5 centimeters and the larger circle has a radius of 7.8 centimeters. What is the length, in centimeters, of  $x$ ?

- A 2.2 centimeters
- B 2.8 centimeters
- ✓ C 5.3 centimeters
- D 5.6 centimeters

- 20** Darla wants to buy a CD player and some CDs. She can spend only \$70.00. The CD player she wants is \$39.95. CDs cost between \$8.00 and \$12.00 each. On the lines below, explain how Darla could estimate whether she could pay for the cost of the CD player and 4 CDs before tax.

---

---

---

If the CDs Darla chose cost \$8.00, \$8.95, \$10.00, and \$11.95, how much would the CD player and 4 CDs cost before tax?

**Show All Work**

**Answer** \$\_\_\_\_\_

**Exemplary Response:**

- Darla spends about \$40 on the CD player. CDs cost between \$8 and \$12 each, which is about \$10 each. Four CDs would be about \$40. Adding \$40 plus another \$40 is \$80. Darla does not have enough money to buy the CD player and 4 CDs.

OR

- Other valid explanation

AND

- \$78.85

AND

- |         |         |
|---------|---------|
| 8.00    |         |
| 8.95    |         |
| 10.00   | 38.90   |
| + 11.95 | + 39.95 |
| <hr/>   | <hr/>   |
| 38.90   | 78.85   |

OR

- Other valid process

**Rubric:**

- |                 |                        |
|-----------------|------------------------|
| <b>3 points</b> | Exemplary response     |
| <b>2 points</b> | Two correct components |
| <b>1 point</b>  | One correct component  |
| <b>0 points</b> | Other                  |



**CTB/McGraw-Hill**

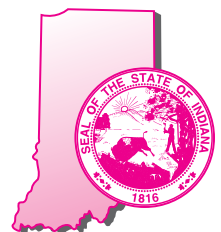
*A Division of The McGraw-Hill Companies*



20 Ryan Ranch Road  
Monterey, California 93940

# **ISTEP+** Grade 6 Item Sampler

Indiana Statewide Testing for Educational Progress



Indiana Department of Education